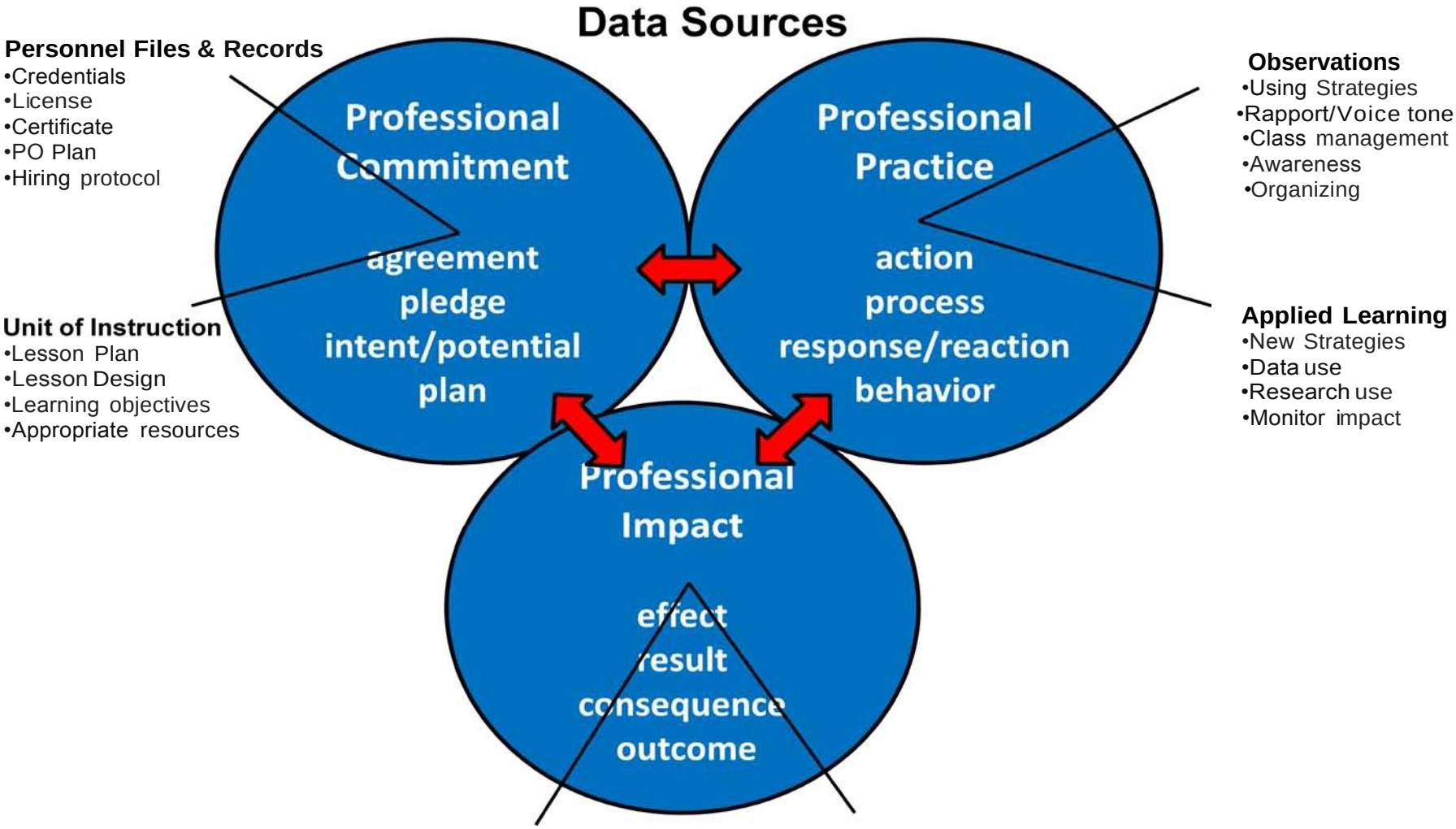
Growth Guide for School Librarians

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Professional Frames of the School Librarian



Standard 1: Teaching for Learning

Quality Indicator 1: Knowledge of learners and learning - Applies knowledge of the academic, personal, social, and cultural characteristics of students and relates them to learning through effective instructional strategies and assessments.

Emerging			Developing		Proficient		Distinguished
The emerging school librarian designs and teaches lessons that align learning goals and objectives			The developing school librarian utilizes instructional practices including: • learner outcomes; • alignment of goals; • objectives; • assessments; • activities; and • modifies instruction accordingly.		The proficient librarian plans differentiated instruction and programs that address the needs of the school community.		Researches and identifies current learning theories and strategies and applies them to instructional design.
Professional Frames							
Evidence of Commitment *Lesson plans are consistent with best-practice and foundational and current learning theories* ***Evidence of Practice*** *Alignment exists between instruction that is planned and instruction that is delivered* ***Evidence of Impact*** *Students receive instruction based on effective planning*			***Evidence of Commitment*** *Uses foundational and current learning theories to design instruction aimed at fostering learning in every student* ***Evidence of Practice*** *Demonstrates an understanding of how instruction can produce learning for students based on individual learning needs* ***Evidence of Impact*** *Students individual learning needs are addressed*		***Evidence of Commitment*** *Uses emerging research to design instruction likely to provide learning for every student.* ***Evidence of Practice*** *Consistently and effectively delivers instruction which focuses on producing learning gains for every student* ***Evidence of Impact*** *Student learning gains increase as a result of the librarian's effective instruction*		***Evidence of Commitment*** *Produces and/or utilizes research that guides effective lesson design aimed at producing learning for every student* ***Evidence of Practice*** *Offers presentations, acts as a resource and/or mentors new librarians and teachers on using theories of learning during instruction* ***Evidence of Impact*** *Student learning gains increase as a result of theories of learning*
Score = 0	1	2	3	4	5	6	7

Standard 1: Teaching for Learning

Quality Indicator 2: Instructional partner - Collaborates effectively with classroom teachers and other educators.

Emerging	Developing	Proficient	Distinguished
The emerging school librarian coordinates library instructional and reading promotion objectives with classroom instructional objectives.	The developing school librarian cooperates and partners with other educators at the school and district level to support student learning and student self-efficacy, and jointly setting goals and scheduling activities in the library in support of student learning.	The proficient school librarian integrates instruction with other educators and participates in designing and delivering integrated curriculum in the school and district.	The distinguished school librarian mentors others in developing programs that encompass multiple strategies of collaboration.
Professional Frames			
Evidence of Commitment *Reaches out to others in effort to collaborate* ***Evidence of Practice*** *Works collaboratively with colleagues to build relationships and begins to understand services and support needed in the school* ***Evidence of Impact*** *Student learning improves as a result of co-planned and co-taught lessons*	***Evidence of Commitment*** *Adopts a philosophy of collaboration and makes sure it underscores all communication and teaching practices* ***Evidence of Practice*** *Collaborates with multiple content areas to address the needs and services needed in the school* ***Evidence of Impact*** *Co-plans, co-teaches and co-assesses to enrich student learning in the content areas*	***Evidence of Commitment*** *Collaborates with stakeholders in effort to meet every learner's needs.* ***Evidence of Practice*** *Initiates collaboration with teachers to create "co-teaching" inquiry lessons and units* ***Evidence of Impact*** *Ensures collaborative lessons include assessment and evaluation to document student growth over time as a result of co-taught lessons*	***Evidence of Commitment*** *Uses knowledge of district-curriculum resources to collaborate with stakeholders and create instructional units that are resource-based and student centered* ***Evidence of Practice*** *Is able to mentor new staff and serves as a resource to colleagues* ***Evidence of Impact*** *Collaborates with teachers to use multiple assessment strategies to evaluate the impact of library instruction on student achievement.*
Score = 0 | 1 | 2	3 | 4	5 | 6	7

Standard 1: Teaching for Learning

Quality Indicator 3: Effective and knowledgeable teacher - The school librarian documents and communicates the impact of instruction on student achievement.

Emerging	Developing	Proficient	Distinguished
The emerging school librarian uses a variety of formal and informal formative and summative assessments for individual learning and the class as a whole, including modifications for students with exceptionalities.	The developing school librarian uses formal and informal assessments throughout the instructional process to gather data about individual and class achievements, and plans action research to improve teaching and learning.	The proficient school librarian conducts action research using assessment data to continuously monitor and advance learning. The developing school librarian conducts action research to inform instructional plans	The distinguished school librarian mentors others in the use of action research to improve learning.
Professional Frames			
Evidence of Commitment *Lesson design includes formal and informal assessments* ***Evidence of Practice*** *Creates and demonstrates the use of formal and informal student assessments which address specific learning goals and modifications* ***Evidence of Impact*** *Students engage in learning goals that advance mastery of content*	***Evidence of Commitment*** *Lesson design includes multiple assessment modes and approaches* ***Evidence of Practice*** *Demonstrates effective use of a variety of formal and informal assessments to provide data about student status and progress before, during and after instruction* ***Evidence of Impact*** *Individual students and the whole class advance in their learning*	***Evidence of Commitment*** *Lesson design includes assessing learner progress* ***Evidence of Practice*** *Accurately and consistently uses assessment data to describe the status and progress of each individual student and the class as a whole* ***Evidence of Impact*** *Students understand the learning objectives and set personal goals for learning*	***Evidence of Commitment*** *Lesson design includes opportunities to monitor student growth and development* ***Evidence of Practice*** *Shares examples and information with others on how to effectively use assessments and base instructional decisions on student data* ***Evidence of Impact*** *Consistently uses assessment data to positively impact learning*

Score = 0	1	2	3	4	5	6	7

Standard 1: Teaching for Learning

Possible Sources of Evidence

Applies knowledge of the academic, personal, social, and cultural characteristics of students and relates them to learning through effective instructional strategies and assessments. Collaborates effectively with classroom teachers and other educators. Documents and communicates the impact of instruction on student achievement.

Professional Commitment		
• Lesson/unit plan • Learning activities plan • Student learning objectives • Lesson design	• Tiered/differentiated lessons/units • Student inventories - interest, learning style, multiple intelligence, developmental • Parent/guardian outreach • Bulletin boards	• Mentor log • Example of analysis of student learning needs • MoCA Scores • Agenda/meeting notes from collaboration meetings • Rubrics/scoring guides • Curriculum maps
Professional Practice		
• Serves on curriculum committees • Facilitates student action to address relevant real- world issues from a global perspective • Incorporates new research-based content information into instruction • Facilitates student enrichment activities	• Articulates clear student expectations • Connects instruction to students' background knowledge and experience • Provides differentiated learning activities • Co-plans, co-teaches, co-assess	• Builds student background knowledge utilizing a variety of global perspectives • Engages students in inquiry/research experiences • Facilitates student directed learning activities • Mentors new school librarians • Uses a variety of formal/informal assessments • Uses instructional and engagement strategies • Collaborates with colleagues
Professional Impact		
• Observation verification of student mastery • Student work samples • Student portfolios • Student feedback/comments • Student assessment data • Student reflection/journals • IEP Performance/growth report	• Student discussions/questions • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) • Evidence of changed practice • Student completion data on projects	• Data on academic vocabulary use • Structured interviews with students • Student engagement and participation • Student and/or parent survey results • Student products/projects • Parent/community attendance at school functions

Standard 2: Reading and Literacy:

Quality Indicator 1: Reading promotion - Promotes and encourages reading for enjoyment, personal growth, and learning.

Emerging	Developing	Proficient	Distinguished
The emerging school librarian assists readers in choosing a variety of materials in multiple formats to meet personal, recreational, and information needs.	The developing school librarian plans and implements one or more strategies in the first academic year that model, encourage, and supports reading for: • enjoyment; • personal growth; and • learning.	The proficient school librarian models personal enjoyment of reading and implements multiple strategies that motivate and enable reading, including opportunities for readers to share their personal interpretations.	The distinguished school librarian plans and implements reading and literacy activities that involve the broader community of readers.
Professional Frames			
Evidence of Commitment *N/A* ***Evidence of Practice*** *schedules book fairs, book talks, and books on display to promote reading* ***Evidence of Impact*** *Student engagement in reading increases as a result of participation in book fairs, book talks, and viewing books on display*	***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Hosts a yearly reading promotion program, reading nights, reading weeks in the school library* ***Evidence of Impact*** *There is general evidence that students who participate in reading programs (logs of participation), make steady gains in reading scores (state reading tests, quarterly reading assessment)*	***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Invites/Skypes local authors, illustrators, storytellers and other literary performers to share their expertise with students* ***Evidence of Impact*** *There is consistent evidence (data over several years) that students who participate in reading programs (logs of participation), make steady gains in reading scores (state reading tests, quarterly reading assessment)*	***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Partners with teachers, school staff and the community (ex: PTA, public library, school board) to promote reading programs and initiatives.* ***Evidence of Impact*** *Librarian is able to document reaching previous non-readers through involvement in library reading programs*

Score = 0	1	2	3	4	5	6	7

Standard 2: Reading and Literacy:

Quality Indicator 2: Literatures - Provides fiction and non-fiction literatures appropriate to the students and grade levels served.

Emerging	Developing	Proficient	Distinguished
The emerging school librarian applies knowledge of classic and current literature in multiple formats that reflect readers' differences in: • age; • physical, emotional, and intellectual development • race; • ethnicity; • gender and gender identity; • languages; • religion; and • socioeconomic status	The developing school librarian applies knowledge of classic and current literature, critically examining materials for: • bias; • stereotypes; • didacticism inaccuracies; • anthropomorphism (nonfiction); • teleology; • layout; • typeface; • organization. The developing school librarian recognizes materials in the school's collection by notable authors and illustrators, identifies: • national; • state; and • regional award recipients; and introduces readers to these works.	The proficient school librarian develops and plans activities that engage readers in critical exploration and evaluation of literature	The distinguished school librarian writes critical reviews for regional, state, and/or national publications. The distinguished school librarian mentors others in the development of literature collections, applying criteria used in standard professional practice.
Professional Frames			
Evidence of Commitment *Reads children and young adult literature* ***Evidence of Practice*** *Becomes familiar with the collection in the library and makes book recommendations to patrons* ***Evidence of Impact*** *Successfully connects students with books some of the time*	***Evidence of Commitment*** *Reads state and regional award books* ***Evidence of Practice*** *helps students and staff select the "right" book or other material to match their needs and interests.* ***Evidence of Impact*** *Successfully connects students with books on a consistent basis*	***Evidence of Commitment*** *Reads national award books* ***Evidence of Practice*** *helps students and staff identify nonfiction texts in the content areas to support classroom learning* ***Evidence of Impact*** *Students come to the librarian for book recommendations.*	***Evidence of Commitment*** *Participates in regional, state and national book award committees* ***Evidence of Practice*** *Mentors new school librarians and teachers to help individual students connect with the "right" book based on student need and interest* ***Evidence of Impact*** *Students in the school participate as student readers for regional, state and national book awards.*

Score = 0	1	2	3	4	5	6	7

Standard 2: Reading and Literacy:

Quality Indicator 3: Diversity and inclusiveness - Selects reading materials in multiple formats to facilitate maximum access for all members of the school community

Emerging	Developing	Proficient	Distinguished
The emerging school librarian creates a climate of respect and tolerance in the school library, and sets clear standards of conduct conducive to an atmosphere of collaboration, cooperation, and critical thinking.	The developing school librarian designs or supports learning opportunities that enable students to construct knowledge and meaning from their personally diverse perspectives and experiences.	The proficient school librarian models critical thinking and enables students' to better understand themselves through exploring the world beyond the boundaries of their own experiences.	The distinguished school librarian mentors others in designing school library programs that address diversity and inclusiveness.
Professional Frames			
Evidence of Commitment *Reviews library collection to identify areas of potential bias* ***Evidence of Practice*** *Demonstrates importance and appreciation of a variety of perspectives* ***Evidence of Impact*** *Student understanding of local and global issues surrounding disciplinary content expands through librarian's instruction.*	***Evidence of Commitment*** *Eliminates bias in library collection* ***Evidence of Practice*** *Instructional activities include global perspectives and/or critical examination of bias. Electronic and print library materials are used to support this instruction.* ***Evidence of Impact*** *Students' use of materials selected by the librarian increases their ability to develop balanced, diverse social and cultural perspectives.*	***Evidence of Commitment*** *Conduct reviews and research to build background knowledge and a variety of perspectives* ***Evidence of Practice*** *Instruction and use of library materials includes indications of background knowledge from a variety of perspectives prompting innovation and problem-solving* ***Evidence of Impact*** *Students engage in questioning and challenging of conventional assumptions and standard approaches.*	***Evidence of Commitment*** *Lesson designs and learning objectives exhibit a variety of perspectives, while utilizing the diverse library collection* ***Evidence of Practice*** *Mentors new staff in using instructional strategies and learning activities include students addressing real-world problems* ***Evidence of Impact*** *Students address real-world problems that improve their community and/or world*
Score = 0 | 1 | 2	3 | 4	5 | 6	7

Standard 2: Reading and Literacy:

Quality Indicator 4: Literacy strategies - Models a variety of research-based literacy strategies.

Emerging			Developing		Proficient		Distinguished
The emerging school librarian utilizes instruction that: • assesses; • uses prior literacy knowledge; • poses questions appropriate to the task; and • monitors reading development and fluency			The developing school librarian uses and promotes research based literacy strategies.		The proficient school librarian collaborates with classroom teachers and other colleagues to provide and participate in ongoing professional development that focuses on current research in reading theory and instruction.		The distinguished school librarian interprets the literary canon for the school community as provisional, enabling students to become part of the debate about meanings and values as full members of the community of readers.
Professional Frames							
Evidence of Commitment *N/A* ***Evidence of Practice*** *Instruction indicates a basic level of understanding about literacy strategies* ***Evidence of Impact*** *Students have a general knowledge of literacy strategies*			***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Accepted literacy strategies are identifiable in observations of instructional practice* ***Evidence of Impact*** *Students begin to use basic methods of literacy strategies*		***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Instruction prompts student use of literacy strategies* ***Evidence of Impact*** *Students acquire and critically evaluate information/knowledge on their own and in groups using literacy strategies*		***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Use of literacy strategy approaches are prominent throughout instruction* ***Evidence of Impact*** *Students evaluate and synthesize the complexities of an issue or question using literacy strategies*
Score = 0	1	2	3	4	5	6	7

Standard 2: Reading and Literacy:

Quality Indicator 5: Intellectual freedom - Advocates for students' intellectual freedom.

Emerging	Developing	Proficient	Distinguished
The emerging school librarian develops and maintains policies and procedures regarding ethical access to information in accordance with district policies, and complies with the laws and regulations governing: • copyright; • intellectual property; • fair use; • public performance rights; and • licensing.	The developing school librarian advocates for the principles of The Students' Right to Read and the Position Statement on the School Librarian's Role in Reading and ensures students, teachers, and families have open, non-restricted access to a varied collection of reading and information materials in print and electronic formats.	The proficient school librarian explains the principles, practices of ethical access, and use of information to the school community, which identifies open access resources to meet academic needs and personal interests.	The distinguished school librarian creates opportunities for dialog with members of the school community regarding ethical and safe use of electronic information sources for academic and recreational purposes.
Professional Frames			
Evidence of Commitment *N/A* ***Evidence of Practice*** *Librarian familiarizes self with policies and procedures currently in place related to intellectual freedom.* ***Evidence of Impact*** *Students have general knowledge of intellectual freedom issues.*	***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Librarian updates library policies and procedures related to intellectual freedom.* ***Evidence of Impact*** *Students participate in events such as banned books week that relate to intellectual freedom.*	***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Intellectual freedom documents are shared with staff, students and community via the school library website* ***Evidence of Impact*** *Students help plan events related to intellectual freedom.*	***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Mentors new school librarians and staff about issues related to intellectual freedom.* ***Evidence of Impact*** *Students, staff, and the community engage in honest interactions based upon intellectual freedom information and instruction by the school librarian.*
Score = 0 | 1 | 2	3 | 4	5 | 6	7

Standard 2: Reading and Literacy:

Possible Sources of Evidence

Promotes and encourages reading for enjoyment, personal growth, and learning. Provides fiction and non-fiction literatures appropriate to the students and grade levels served. Selects reading materials in multiple formats to facilitate maximum access for all members of the school community. Models a variety of research-based literacy strategies. Advocated for students' intellectual freedom.

Professional Commitment		
• Schedules book fairs • Creates literacy-based bulletin boards	• Banned book displays • Policy and procedures related to intellectual freedom	• Circulation stats
Professional		
• Delivers book talks • Provides reader's advisory	• Invites authors, illustrators, storytellers • Purchases diverse literature	• Completes collection analysis • Purchases books based on student interests
Professional Impact		
• Student reading logs • AR/Star Reading test scores	• Students read and discuss diverse genres • Students read and discuss banned books	• Polls students to learn their preferences before ordering new materials

Standard 3: Information and Knowledge

Quality Indicator 1: Access to information - Provides access to information for students, teachers, staff, and administrators to satisfy all learning needs.

<table>
<tr><td colspan="3">Emerging</td><td colspan="2">Developing</td><td colspan="2">Proficient</td><td>Distinguished</td></tr>
<tr><td colspan="3">The emerging school librarian makes available the library collection accessible to all stakeholders.</td><td colspan="2">The developing school librarian designs and maintains the school library's web presence in compliance with district policies and procedures.</td><td colspan="2">The proficient school librarian enhances the library web's presence by building a comprehensive research repository supporting state curricular guidelines.</td><td>The distinguished school librarian curates a comprehensive research repository supporting state, and national curricular guidelines for the entire school community.</td></tr>
<tr><td colspan="8">Professional Frames</td></tr>
<tr><td colspan="3">Evidence of Commitment
N/A

Evidence of Practice
Evaluates physical and electronic access to the library collection.

Evidence of Impact
Students access the collection to support their learning needs</td><td colspan="2">Evidence of Commitment
N/A

Evidence of Practice
Ensures school library resources are accessible 24/7 via the school library website. Teaches patrons how to access all materials.

Evidence of Impact
Students can explain how to access the library collection outside of the school day</td><td colspan="2">Evidence of Commitment
N/A

Evidence of Practice
Connects users with public library resources via a link on the school library website

Evidence of Impact
Students regularly utilize school and public library databases for their learning needs</td><td>Evidence of Commitment
N/A

Evidence of Practice
Mentors new school librarians and staff on how to provide and utilize access to library materials 24/7

Evidence of Impact
Students utilize the school librarian and the school library resources before, during, and after school for their learning needs.</td></tr>
<tr><td>Score = 0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr>
</table>

Standard 3: Information and Knowledge

Quality Indicator 2: Information literacy skills - Teaches information literacy skills to build proficiency for student-driven research and individual creation of knowledge through critical thinking

Emerging	Developing	Proficient	Distinguished
The emerging school librarian plans and delivers information literacy lessons (identify, retrieve, analyze, synthesize, evaluate, and use information effectively).	The developing school librarian gathers and analyzes data to evaluate and guide information literacy instruction. (SEE ALSO 1.3)	The proficient school librarian ensures students assume responsibility for pursuing their own learning through inquiry.	The distinguished school librarian mentors others in information literacy instruction.
Professional Frames			
Evidence of Commitment *N/A* ***Evidence of Practice*** *Instruction indicates a basic level of understanding about information literacy skills* ***Evidence of Impact*** *Students have a general knowledge of information literacy skills*	***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Accepted methods of information literacy skills are identifiable in observations of instructional practice* ***Evidence of Impact*** *Students begin to use basic methods of information literacy skills*	***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Instruction by the librarian prompts student use of methods of information literacy skills* ***Evidence of Impact*** *Students acquire and critically evaluate information/knowledge on their own and in groups using information literacy skills*	***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Mentors new librarians and teachers on information literacy skill instruction* ***Evidence of Impact*** *Students design and conduct research individually and in teams using information literacy skills*

Score = 0	1	2	3	4	5	6	7

Standard 3: Information and Knowledge

Quality Indicator 3: Equitable access to resources and services - Promotes equitable access to resources in a variety of formats and services for a variety of needs

Emerging	Developing	Proficient	Distinguished
The emerging school librarian provides resources that are accessible to all.	The developing school librarian collaborates with other experts in the school community to acquire new assistive technologies and alternate formats of information in compliance with district policies and procedures.	The proficient school librarian investigates emerging assistive technologies and alternate formats and acquires them as appropriate.	The distinguished school librarian mentors others in the acquisition and use of assistive technology in the school library and beyond.
Professional Frames			
Evidence of Commitment *N/A* ***Evidence of Practice*** *Ensures library collection and programs are accessible for all students.* ***Evidence of Impact*** *Students can access all library materials.*	***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Utilizes assistive technology already available to enhance access to the library collection and programs for all students.* ***Evidence of Impact*** *Surveys of student library use indicate they use assistive technology available in the school library to access the collection and programs*	***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Purchases additional assistive technologies, as needed, to improve access to library collection and programs* ***Evidence of Impact*** *Surveys of students, teachers, and community indicate the school library collection and program are accessible to all learners.*	***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Recommends assistive technology for school libraries at the district, state or national level* ***Evidence of Impact*** *Students in other schools gain access to library collections and programs as a result of mentorship*
Score = 0 | 1 | 2	3 | 4	5 | 6	7

Standard 3: Information and Knowledge

Possible Sources of Evidence

Provides access to information for students, teachers, staff, and administrators to satisfy all learning needs. Teaches information literacy skills to build proficiency for student-driven research and individual creation of knowledge through critical thinking. Promotes equitable access to resources in a variety of formats and services for a variety of needs.

Professional Commitment		
• Lesson plans/unit plans • Lesson design • Instructional strategies list	• Planned Cooperative learning strategies (list) Plans for projects and activities	• Student learning expectations • Flexible grouping plans • Professional reading/research documentation
Professional Practice		
• Selects and utilizes information literacy resources • Implements learning activities focused on higher order thinking • Developmentally appropriate instructional resources including technology • Engages students in cooperative learning and problem-solving skills • Provides signage that directs learners to the right library resources • Creates/updates school library website to ensure access to resources	• Uses effective questioning techniques to expand student critical thinking skills, to consider multiple solutions, and defend their own thinking. • Designs open-ended projects/activities promoting complex thinking and technology skills including multiple solutions and innovations • Utilizes class debates and other methods requiring students to defend their thinking • Uses independent, collaborative, and whole-class learning situations • Purchases assistive technology	• Uses advanced instructional techniques to create a high level of student achievement • Overall effectiveness is enhanced through the use of instructional resources and technology • Serves as a resource providing collegial support and modeling • Sets up an equitable reservation and sign-out procedure for teachers and student groups who want to use library equipment
Professional Impact		
• Student work/projects • Observation of student participation in collaborative learning activities • Observation/examples of student directed inquiry and problem • Performance assessments data • Technology literacy inventories • Student assessment data • Student questions/discussions (higher level questions) • Student presentations/research/reports	• Student feedback/comments • Student reflection/journals • Student structured interviews • Anecdotal data and formative evaluations • Students products/projects showing application of learning documenting the ability to in analyze, synthesize, interpret and create original products • Provides convenient hours for student access (i.e. Before/ after school hour	• Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.) • Students utilize assistive technology in the library to further their learning • Observations or examples of students ability to pose and answer own questions pursuant to learning objectives

Standard 4: Leadership and Advocacy:

Quality Indicator 1: Instructional leadership - Provides leadership by articulating ways in which school libraries contribute to student achievement.

Emerging	Developing	Proficient	Distinguished
The emerging school librarian learns about the structure of governance within the school.	The developing and proficient school librarian participates in school governance.		The distinguished school librarian is an active leader in the decision making processes of the building and district.
Professional Frames			
Evidence of Commitment *Identifies the process of school governance within the building* ***Evidence of Practice*** *Is aware of school governance operates to ensure student needs are met.* ***Evidence of Impact*** *N/A*	***Evidence of Commitment*** *Actively participates in school governance meetings* ***Evidence of Practice*** *Makes suggestions for improvement and suggests curricular and technology resources to address specific school problems and conducts ongoing analysis of the impact of the resources on the impact of student achievement* ***Evidence of Impact*** *Student achievement is positively impacted by the use of library resources*		***Evidence of Commitment*** *Actively participates in district governance meetings* ***Evidence of Practice*** *Makes suggestions for improvement and suggests curricular and technology resources to address specific district problems and conducts ongoing analysis of the impact of the resources on the impact of student achievement* ***Evidence of Impact*** *Student achievement improves based on the effective, consistent use of district and school resources.*

Score = 0	1	2	3	4	5	6	7

Standard 4: Leadership and Advocacy:

Quality Indicator 2: Advocating with the school community - Advocates for dynamic school library programs and positive learning environments by collaborating and connecting with the school community.

Emerging	Developing	Proficient	Distinguished
The emerging school librarian contacts key stakeholders to inform them about the school library program.	The developing school librarian identifies diverse opinions of stakeholders and formulates plans to work together to support student achievement.	The proficient school librarian educates the school community about all facets of the school library program to support student achievement.	The distinguished school librarian mentors others in library advocacy. The distinguished school librarian educates colleagues in other content areas about library program support for student achievement.
Professional Frames			
Evidence of Commitment *N/A* ***Evidence of Practice*** *Engages in practices to learn the culture of the school and community* ***Evidence of Impact*** *The school library environment is structured to build positive student relationships and culture*	***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Contributes to supporting information on how school libraries impact the learning environment and uses their mentor and other colleagues to strengthen relationships with students, families, and other staff* ***Evidence of Impact*** *The school library environment encourages positive student relationships and mutual respect to enhance learning*	***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Demonstrates positive relationships with all colleagues, parents and families and actively demonstrates the libraries importance to the learning environment* ***Evidence of Impact*** *The culture of the school library environment is characterized by positive student relationships and mutual respect that impacts student learning*	***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Is able to mentor new librarians and serves as a resource to colleagues on issues related to how libraries positively impact the learning environment* ***Evidence of Impact*** *Students discuss and evaluate the culture of the school library, school and community and their impact on relationships and learning*

Score = 0	1	2	3	4	5	6	7

Standard 4: Leadership and Advocacy:

Possible Sources of Evidence

Provides leadership by articulating ways in which school libraries contribute to student achievement. Advocates for dynamic school library programs and positive learning environments by collaborating and connecting with the school community.

Professional Commitment		
• Mentor log • Vision, mission and goals posted or accessible • Professional Growth Plan • School services and needs • Professional learning log (PD, research, journal articles, etc.) • Mentor training	• Professional Development • Committee member or Chair -documentation of participation • Participates in professional learning community meetings (meeting/ attendance log; meeting notes; documented discussions/recommendations) • Attendance at school-wide functions (concerts, plans, family reading nights, sports events, etc.)	• Documentation of leadership Roles • Various meetings notes and agendas • Documented recommendations or changes • Newsletters • Reflective journal
Professional Practice		
• Builds relationships with colleagues • Participates as a member of the professional learning community within the school • Advocates for changes that support student learning and well-being • Serves as the point-of-contact or school-based resource in developing partnerships	• Participates in school-wide activities and events (parent conferences, parent teacher org, etc.) • Serves as a mentor for colleagues Implements and evaluates partnership strategies • Creates school-community partnerships • Welcomes and encourages family/community participation and support. • Collaborates with families to support student learning and development.	• Mentors and models strategies for outreach • Shares new information and learning with colleagues • Conducts meetings and learning sessions for parents /community Provides opportunities for parents/community members to participate in classroom activities
Professional Impact		
• Students serve on the library advisory committee or volunteer in the library		

Standard 5: Program Management and Administration

Quality Indicator 1: Strategic planning, program evaluation, and program reporting -Administers the school library media program using research based data to analyze and improve services in alignment with the school's mission to support student achievement.

Emerging			Developing		Proficient		Distinguished
The emerging school librarian prepares short- and long-range strategic plans aligned with the school mission, goals, and objectives.			The developing school librarian implements short- and long-range strategic plans aligned with the school's mission, goals, and objectives.		The proficient school librarian engages in program evaluation and leads in developing new techniques and concepts for evaluating and reporting on school library media programs.		The distinguished school librarian mentors others in performing strategic planning and program evaluation.
Professional Frames							
Evidence of Commitment *The library program is aligned to the building and district improvement plans* ***Evidence of Practice*** *Learns the vision, mission and goals of the school and facilitates development of school library program to support the school goals* ***Evidence of Impact*** *N/A*			***Evidence of Commitment*** *Plans for the consistent and effective communication of the library program vision, mission and goals to all stakeholders* ***Evidence of Practice*** *Employs strategies to clearly articulate the library program vision, mission and goals to all key stakeholders* ***Evidence of Impact*** *N/A*		***Evidence of Commitment*** *Plans for the ongoing review of the vision, mission and goals of the school library program* ***Evidence of Practice*** *Engages in efforts to collaboratively review and refine the vision, mission and goals of the school library program to enhance student success* ***Evidence of Impact*** *N/A*		***Evidence of Commitment*** *A plan/process exists for the regular evaluation and, as necessary, modification of the school library vision, mission and goals* ***Evidence of Practice*** *Uses ongoing program evaluation data to change as needed the vision, mission and goals of the library program in order to meet the needs of the students* ***Evidence of Impact*** *N/A*
Score = 0	1	2	3	4	5	6	7

Standard 5: Program Management and Administration

Quality Indicator 2: Collection management - Selects, acquires, catalogs, retrieves, integrates, circulates, preserves, and deselects information resources.

Emerging			Developing		Proficient		Distinguished
The emerging school librarian selects, acquires and deselects resources for a specific school community.			The developing school librarian analyzes the collection in relation to student achievement.		The proficient school librarian engages in cooperative collection management (ILL) with other school and public librarians.		The distinguished school librarian mentors others in collection management.
Professional Frames							
Evidence of Commitment *N/A* ***Evidence of Practice*** *Librarian familiarizes themselves with the existing* ***Evidence of Impact*** *Students utilize items in the library collection to support their learning.*			***Evidence of Commitment*** *N/A* **Evidence of Practice** *Uses collection analysis to evaluate and develop the collection to ensure that it supports the district standards and local school needs.* ***Evidence of Impact*** *Students and staff request items in the collection to support learning and interest*		***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Supports the curriculum through selection acquisition, and management of library collection that meet the needs and interests of students.* ***Evidence of Impact*** *Students and staff request items in district collection (ILL)to support learning and interest*		***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Collection is developed though data analysis to identify gaps of information missing and by weeding books that do not support the curriculum or student interests* ***Evidence of Impact*** *Students and staff are on consulted on library purchases (Library Advisory Council)*
Score = 0	1	2	3	4	5	6	7

Standard 5: Program Management and Administration

Quality Indicator 3: Fiscal, physical, and personnel resources management - Manages fiscal, physical, and personnel resources.

Emerging	Developing	Proficient	Distinguished
The emerging school librarian: • analyzes; • prepares; • justifies; • implements; • evaluates; and • reports on school library fiscal resources through budgets and other reports.	The developing school librarian engages collaborative partners in the school library budget process.	The proficient school librarian analyzes the current physical facility to recommend and implement improvements.	The distinguished school librarian mentors others in the school library budget process, managing physical facilities, and managing personnel resources.
Professional Frames			
Evidence of Commitment *Reviews physical, fiscal, and human resources available within the school library* ***Evidence of Practice*** *Determines if existing physical, fiscal, and human resources within the school library ensure adequate support of student learning* ***Evidence of Impact*** *The school library environment supports student learning through the appropriate use of physical, fiscal, and human resources.*	***Evidence of Commitment*** *Policies and procedures are implemented for equitable use of physical, fiscal, and human resources within the school library* ***Evidence of Practice*** *Maintains accurate budget and expenditure data and bases library purchase decisions on ensuring the support of student learning* ***Evidence of Impact*** *Policies and procedures on physical, fiscal, and human resources in the library support student learning*	***Evidence of Commitment*** *A regular review of all policies and procedures related to physical, fiscal, and human resources in the library is planned* ***Evidence of Practice*** *Establishes structures and methods for careful analysis of how resources are allocated and their impact on student learning* ***Evidence of Impact*** *Physical, fiscal, and human resources in the library that do not support student learning are eliminated or revised*	***Evidence of Commitment*** *Policies and procedures are continuously developed and improved to ensure equitable access to physical, fiscal, and human resources within the school library* ***Evidence of Practice*** *Monitors and evaluates effectiveness regularly, using a collaborative process to continually ensure physical, fiscal, and human resources are allocated effectively* ***Evidence of Impact*** *Improvement on physical, fiscal, and human resources in the library are continuously monitored to ensure the support of student learning*
Score = 0 | 1 | 2	3 | 4	5 | 6	7

Standard 5: Program Management and Administration

Quality Indicator 4: Professional ethics - Practices professional ethics with regard to intellectual property and information privacy.

Emerging	Developing	Proficient	Distinguished
The emerging school librarian models the American Library Association *Code of Ethics*.	The developing school librarian guides the school community on using information ethically.	The proficient school librarian shares expertise with the school community on using information ethically.	The distinguished school librarian contributes to debates regarding ethical issues of information use.
Professional Frames			
Evidence of Commitment *Understands ethical principles as they apply to school records, policies, procedures, etc.* ***Evidence of Practice*** *Studies the ALA Code of Ethics and reflects on the information learned* ***Evidence of Impact*** *Interactions with students, staff and families are based upon ethical and legal principles*	***Evidence of Commitment*** *Maintains data on professional and ethical behavior* ***Evidence of Practice*** *Uses language from the ALA Code of Ethics that demonstrates respect when addressing staff, students and families, ensuring that sensitive information is kept confidential* ***Evidence of Impact*** *Teaches school staff and students information about ALA Code of Ethics with school staff and students, and assesses the impact of the instruction.*	***Evidence of Commitment*** *Documents own progress regarding practice related to the ALA Code of Ethics* ***Evidence of Practice*** *Evaluates and reflects on their own effectiveness in regards to demonstrating aspects of the ALA Code of Ethics in a way that ensures a professional culture of respect* ***Evidence of Impact*** *Feedback offered by students, teachers, and parents impacts changes in the ethical behavior of the school librarian.*	***Evidence of Commitment*** *Maintains a code of conduct within the school library that encourages honest and ethical practice* ***Evidence of Practice*** *Is a model of ethical behavior that promotes a culture of professional among all staff ensuring that the learning environment is focused on the wellbeing and growth of students* ***Evidence of Impact*** *Teachers and staff engage in honest interactions based upon ethical information provided by the school librarian.*
Score = 0 | 1 | 2	3 | 4	5 | 6	7

Standard 5: Program Management and Administration

Quality Indicator 5: Policies and procedures - Develops policies and procedures in support of the library program.

Emerging			Developing		Proficient		Distinguished
The emerging school librarian communicates and implements existing effective school library media program policies and procedures.			The developing school librarian analyzes existing policies and procedures using stakeholder input and data analysis.		The proficient school librarian revises existing policies and procedures based upon analysis of effectiveness.		The distinguished school librarian mentors others in developing effective policies and procedures.
Professional Frames							
Evidence of Commitment *Policies and procedures support the school's vision, mission and goals* ***Evidence of Practice*** *Establishes handbooks and methods for communicating policies and procedures to staff, students and families* ***Evidence of Impact*** *Appropriate policies and procedures are in place to support student learning*			***Evidence of Commitment*** *A review cycle is established for policies and procedures* ***Evidence of Practice*** *Regularly reviews policies and procedures with staff, students and parents* ***Evidence of Impact*** *Effectively implements policies and procedures to student learning*		***Evidence of Commitment*** *Policies and procedures are evaluated and modified as appropriate* ***Evidence of Practice*** *Policies and procedures are available in print and on the school library website* ***Evidence of Impact*** *Improved, policies and procedures support student achievement*		***Evidence of Commitment*** *Policies and procedures are improved using a systemic process* ***Evidence of Practice*** *Creates a process across the system to conduct ongoing evaluation and improvement of policies and procedures* ***Evidence of Impact*** *Continuously improved policies and procedures support student achievement*
Score = 0	1	2	3	4	5	6	7

Standard 5: Program Management and Administration

Possible Sources of Evidence Standard

Administers the school library media program using research-based data to analyze and improve services in alignment with the school's mission to support student achievement. Selects, acquires, catalogs, retrieves, integrates, circulates, preserves, and **deselects** information resources. Manages fiscal, physical, and personnel resources. Practices professional ethics with regard to intellectual property and information privacy. Develops policies and procedures in support of the library program.

Professional		
• Submits periodic reports in multiple formats	• Uses the results of library program evaluations, such as surveys, to plan future initiatives	• Provides a handbook so that all members of the library team know their duties
Professional		
• Shares evidence of student learning in the library with principal on a regular basis via reports, e-mails, and anecdotes • Creates posters, displays, and lessons to remind staff and students that resources in all formats-including printed text, oral and electronic resources, slides and visuals-need to be cited	• Creates zones in the library space where students can practice using multiple formats • Utilizes the inventory process to become acquainted with LMC collection, weeds, and notes areas to develop • Writes a grant to purchase library materials and technology	• Encourages parents to participate in the library as volunteers • Uses the collection-mapping tools provided in library automation software • Includes ethical policies on library website
Professional Impact		
• Consults with students about collection processes	• Ties budget with improving student learning	• Students volunteer time in the library

Standard 6: Technology Integration

Quality Indicator 1: Access to technology - Provides equitable access to technology for the school community.

Emerging			Developing		Proficient		Distinguished
The emerging school librarian conducts a needs assessment of available media communication tools. The emerging school librarian explores available media communication tools.			The developing school librarian plans and advocates for the acquisition of appropriate media communication tools. The developing school librarian acquires, installs, and makes available media communication tools		The proficient school librarian anticipates changes; investigates and evaluates emerging media communication tools. The proficient school librarian adapts current knowledge of technology to learn emerging technologies.		The distinguished school librarian participates in the future planning and decision making about media communication tools.
Professional Frames							
Evidence of Commitment *Reads current journals and blogs regarding technology in education/libraries* ***Evidence of Practice*** *Reviews/creates inventory of technology currently available in the library* ***Evidence of Impact*** *N/A*			***Evidence of Commitment*** *Reads current journals and blogs regarding technology in education/libraries* ***Evidence of Practice*** *Recommends and/or purchases technology as needed to support student learning* ***Evidence of Impact*** *N/A*		***Evidence of Commitment*** *Reads annual Horizon Report* ***Evidence of Practice*** *Recommends removal/discards outdated technology that is no longer needed to support student learning* ***Evidence of Impact*** *N/A*		***Evidence of Commitment*** *Attends technology conferences to learn about emerging technologies.* ***Evidence of Practice*** *Participates in district/state/national technology committees.* ***Evidence of Impact*** *N/A*
Score = 0	1	2	3	4	5	6	7

Standard 6: Technology Integration

Quality Indicator 2: Knowledge of technology - Continually upgrades technological skills to enhance student and teacher learning.

Emerging			Developing		Proficient		Distinguished
The emerging school librarian develops skills in using available digital tools.			The developing, school librarian develops expertise with available and emerging digital tools.		Provides PD to school community on digital tools.		Provides PD outside of school community on digital tools
Professional Frames							
Evidence of Commitment *Lesson design includes the use of instructional resources, including technology* ***Evidence of Practice*** *Delivered instruction includes resources and technologies to enhance the teaching and learning process* ***Evidence of Impact*** *Students use new information and technology skills to create accurate products*			***Evidence of Commitment*** *Lesson design includes developmentally appropriate resources* ***Evidence of Practice*** *Lesson activities demonstrate developmentally appropriate instructional resources that enhance academic performance* ***Evidence of Impact*** *Students use new knowledge and technological skills to predict, connect ideas, and raise/answer questions*		***Evidence of Commitment*** *Lesson design includes resources that promote complex thinking skills and student use of technology* ***Evidence of Practice*** *Instruction delivery includes developmentally appropriate instructional activities that promote complex thinking and technological skills in students, teaches staff within the school how to do the same* ***Evidence of Impact*** *Students apply new knowledge and technological skills to make inferences, support arguments, and solve problems*		***Evidence of Commitment*** *Lesson design includes research-based resources and technology* ***Evidence of Practice*** *Uses research-based instructional resources including technology to enhance their teaching effectiveness as well as the teaching of others, teaches outside* ***Evidence of Impact*** *Students effectively use technologies and are engaged in analysis, synthesis, interpretation, and creation of original products*
Score = 0	1	2	3	4	5	6	7

Standard 6: Technology Integration

Quality Indicator 3: Communicate and facilitate learning - Integrates technology tools to communicate and facilitate learning.

Emerging			Developing		Proficient		Distinguished
The emerging school librarian observes the school community in the use of digital tools for instruction.			The proficient school librarian designs lessons that align with best practices for integrating digital tools.		The developing school librarian collaborates with members of the school community in the use of digital tools.		The distinguished school librarian mentors others in the best practices for integrating digital tools.
Professional Frames							
Evidence of Commitment *N/A* ***Evidence of Practice*** *Regularly uses technology and media communication tools to enhance the learning process* ***Evidence of Impact*** *Students use technology effectively during some instructional activities*			***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Delivers instruction and models the use of technology and media communication tools to enhance learning* ***Evidence of Impact*** *Students effectively use technology and media communication tools to learn, as directed by the librarian*		***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Uses strategies that engage students in effectively using technology and media communication tools* ***Evidence of Impact*** *Students demonstrate understanding of how technology and media communication tools can enhance their learning and use these tools to effectively complete learning activities*		***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Is able to act as mentor or assist colleagues and students in their use of technology and media communication tools* ***Evidence of Impact*** *Students effectively assist each other in their use of technology and media communication tools*
Score = 0	1	2	3	4	5	6	7

Standard 6: Technology Integration

Quality Indicator 4: Digital Citizenship - Promotes digital citizenship instruction to support appropriate academic use of information.

Emerging			Developing		Proficient		Distinguished
The emerging school librarian designs and implements digital citizenship lessons.			The developing school librarian becomes familiar with local policies that relate to digital citizenship.		The proficient school librarian monitors emerging issues in digital citizenship.		The distinguished school librarian mentors and trains others in the concepts of digital citizenship.
Professional Frames							
Evidence of Commitment *N/A* ***Evidence of Practice*** *Demonstrates use of appropriate resources for teaching digital citizenship* ***Evidence of Impact*** *Students are engaged in active learning that promotes the development of digital citizenship skills*			***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Assesses student growth to determine student understanding and use of digital citizenship skills.* ***Evidence of Impact*** *There is growth in student learning and use of digital citizenship skills*		***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Effectively demonstrates a range of instructional techniques that require students to utilize and further advance their knowledge of digital citizenship skills* ***Evidence of Impact*** *Students ability to think about digital citizenship is evident in student' communication and their work*		***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Serves as a leader in training and mentoring other librarians and teachers about digital citizenship* ***Evidence of Impact*** *Students pose and answer their own questions pursuant to the learning objectives assuming responsibility for their own learning about digital citizenship*
Score = 0	1	2	3	4	5	6	7

Standard 6: Technology Integration

Possible Sources of Evidence

Provides equitable access to technology for the **school community**. Continually upgrades technological skills to enhance student and teacher learning. Integrates technology tools to communicate and facilitate learning. Promotes **digital citizenship** instruction to support appropriate academic use of information.

<table>
<tr><th colspan="3">Professional Commitment</th></tr>
<tr><td colspan="3">

- Lesson plans/unit plans
- Lesson design
- Planned resource list including technology resources
- Plans for projects and activities

</td></tr>
<tr><th colspan="3">Professional Practice</th></tr>
<tr><td>

- Selects and utilizes developmentally appropriate Technology
- Adapts instructional resources to promote complex thinking and technology skills attainment
- Overall effectiveness is enhanced through the use of instructional resources and technology

</td><td>

- Designs open-ended projects/activities promoting technology skills and innovations
- Rearranges library to make more room for new technologies

</td><td>

- Provides frequent opportunities for students to use emerging technologies
- Serves as a resource providing collegial support and modeling for new technology

</td></tr>
<tr><th colspan="3">Professional Impact</th></tr>
<tr><td>

- Student work/projects
- Observation of student
- Participation in technology and digital citizenship instruction
- Observation/examples of student learning while utilizing technology
- Performance assessments data
- Student application/use of technology tools

</td><td>

- Technology literacy inventories
- Student assessment data
- Student questions/discussions
- (higher level questions)
- Student presentations/research/reports
- Students utilizing technology to create products/projects showing application of learning and documenting the ability to analyze, synthesize, interpret and create original products

</td><td>

- Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.)
- Observations or examples of students ability to technology

</td></tr>
</table>

Standard 7: Professional Development

Quality Indicator 1: Professional Learning - Seeks opportunities to grow professionally by taking advantage of information, events and services provided by local, state, and national organizations.

Emerging			Developing		Proficient		Distinguished
The emerging school librarian uses resources available for professional learning			The developing school librarian applies knowledge gained from a variety of sources to the benefit of school learning community.		The proficient school librarian shares expertise with colleagues to the benefit of the entire learning community.		The distinguished school librarian provides leadership at the school and district levels in evaluating, procuring, and creating.
Professional Frames							
Evidence of Commitment *Creates a professional growth plan to document appropriate knowledge, skills, and best practices* ***Evidence of Practice*** *Reviews and researches appropriate knowledge, skills, and best practices to address needs in the school* ***Evidence of Impact*** *Staff development and student learning needs are identified*			***Evidence of Commitment*** *Professional growth plan reflects enhanced personal knowledge, skills and best practices* ***Evidence of Practice*** *Uses research and new learning to increase professional growth, develop personnel and increase student learning* ***Evidence of Impact*** *Student learning is impacted by new knowledge and skills*		***Evidence of Commitment*** *Professional growth plan documents the evaluation of new knowledge and skills* ***Evidence of Practice*** *Establishes strategies to evaluate the impact of new knowledge, skills, and best practices that expand student learning* ***Evidence of Impact*** *Student learning improves as a result of the librarian's new knowledge and skills*		***Evidence of Commitment*** *Plans for collegial sharing of knowledge and skills in a collaborative culture* ***Evidence of Practice*** *Creates a collaborative culture where new knowledge, skills and best practices are routinely shared* ***Evidence of Impact*** *Student learning improves as a result of the collective learning*
Score = 0	1	2	3	4	5	6	7

Standard 7: Professional Development

Quality Indicator 2: Professional Involvement - Seeks opportunities for service through professional associations.

Emerging			Developing		Proficient		Distinguished
The emerging school librarian develops his/her professional learning network.			The developing school librarian applies knowledge gained from his/her professional learning network.		The proficient school librarian contributes to a professional learning network.		The distinguished school librarian analyzes his/her contribution to a professional learning network.
Professional Frames							
Evidence of Commitment *A Professional Growth Plan has been developed that documents focus and priority areas* ***Evidence of Practice*** *Uses mentor as a source of information and becomes aware of available professional learning resources* ***Evidence of Impact*** *N/A*			***Evidence of Commitment*** *Professional Growth Plan documents applied knowledge and new strategies for the library* ***Evidence of Practice*** *Practices in the library are impacted by new learning outside the library* ***Evidence of Impact*** *N/A*		***Evidence of Commitment*** *Professional Growth Plan documents strategies to share expertise and new strategies for the library* ***Evidence of Practice*** *Uses new learning to impact instruction and assessment with students and shares outcome with colleagues* ***Evidence of Impact*** *N/A*		***Evidence of Commitment*** *Can demonstrate how Professional Growth Plans are documentation of improvement, growth and applied learning* ***Evidence of Practice*** *Works on a review team or participates in the professional development committee to impact overall learning in the building* ***Evidence of Impact*** *N/A*
Score = 0	1	2	3	4	5	6	7

Standard 7: Professional Development

Possible Sources of Evidence

Seeks opportunities to grow professionally by taking advantage of information, events and services provided by local, state, and national organizations. Seeks opportunities for service through professional associations.

Professional Commitment	
• Lesson planning • New student activities • Evaluation data • Professional development request • Mentor log/agenda/notes • Coaching/Modeling log • Regional or State Committee participation (documentation) • Meeting log, agenda, and notes	• Building/District committee • Participation – preparation and documentation (professional development, PLC, etc.) • Professional Membership and/or committee leadership • Professional development attendance log/artifacts • Reflective journal • Presentation artifacts – agenda • Professional growth plan
Professional Practice	
• Demonstrates the capacity to reflect on and improve their own development • Creates, evaluates, and procures resources for professional practice • Uses new learning to positively impact student learning • Builds expertise and experience to benefit student learning • Shares new knowledge • Collaborates with colleagues • Actively pursues professional development and learning committees	• Participates in school-wide and/or district committees • Serves as a mentor, model or coach for colleagues • Maintains all required the school improvement planning documentation • Follows school and district policies • Participates or chairs the Professional Development Committee